sions, English is not and probably never will be the language of the Filipino home.

One of the most serious problems of education in the Philippines is the question of the medium of instruction in the schools. The Americans selected English for the schools and have steadfastly adhered to that policy. The Dutch in nearby Java are great advocates of the use of the native dialects. Filipino educators sharply disagree among themselves.

It is urged by many Filipinos that the language of instruction should be the vernacular. Having arrived at this point, the advocates of the dialects divide. Some hold that Tagalog is best developed and fitted to be the national language for the whole Philippine Archipelago. Others argue that the dialects should be amalgamated into one native language. As against both groups, stand the intrenched hosts of English, officered at different times by such eminent men as Presidents Taft and Wilson, various Directors of Philippine education, Apolinario Mabini and Dr. Tavera, Filipino thinkers of the past, and many young leaders, the products of the public schools of the present.

The English used by the Filipinos is sufficiently clear to make themselves understood. But it is a type of spoken English that is unlike that heard in the United States. As reported by the Monroe Educational Survey, Filipino English has "an accent, tonal expression, and rhythm that are thoroughly Malay." However, that finding furnishes no basis either for criticism or ridicule. If the language of the Filipinos in whatever form is sufficiently English to furnish a common medium

of understanding, the public interests will be served.

The future of English in the Philippines is problematical. The Philippine Commonwealth and Independence Law requires the establishment and maintenance of an adequate system of public schools, primarily conducted in the English language. The Constitution of the Philippines merely sanctions a trilingual compromise among those who favor Eng-